Ministry Program Handbook
The University of Chicago Divinity School
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Contact information

The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577

Cynthia Gano Lindner
Director of Ministry Studies
clindner@uchicago.edu
(773) 702-8280

Wesley Sun
Director of Field Education and Community Engagement
wsun@uchicago.edu
(773) 834-4693

Teresa Hord Owens
Dean of Students
Assistant to the Dean of Students: Amiricia Huckabee
(773) 702-8217

Margaret Mitchell
Dean of The Divinity School
Executive Assistant to the Dean: Inna Furlong
(773) 702-8221

Bursar
(773) 702-8000

Registrar For grades and fees, see http://cmore.uchicago.edu
(773) 702-7891

Student Loan Administration
(773) 702-6061 970 East 58th Street, Fourth floor

Student Care Center
(773) 702-4156 5841 South Maryland Avenue, Suite R100

Student Counseling and Resource Service
(773) 702-9800 5737 South University Avenue
**Master of Divinity**

The following pages offer detailed descriptions of various aspects of the MDiv course of study; readers are encouraged to consider it a map of the terrain with some suggested routes, rather than simply a prescription of requirements. As our MDiv program is committed to training leaders from a wide range of faith communities, the language of this guidebook strives to reflect the commitments and practices of multiple traditions.

**Introduction to the Course of Study**

The M.Div. program seeks to prepare religious and spiritual leaders representative of a variety of faith traditions who are equipped to serve in diverse contexts, and who will continue to learn and grow lifelong in the practice of ministry. To this end, the MDiv curriculum provides a sequence of studies that requires the student to (1) establish a breadth of competence in religious studies; (2) develop a thorough understanding of textual, historical, and theological foundations for ministry; and (3) integrate this classical program of learning with rigorous and reflective practice.

The field education component of the program offers students rich opportunities for practical experience in both congregational settings and alternative forms of ministry. First year students experience selected ministry sites through an introduction to Chicago’s south side neighborhoods during their colloquium, Introduction to Ministry Studies. Second-year students spend one year of supervised field education in a faith community in the Chicago area, chosen by the student in consultation with the field education director and the community’s leaders. This assignment aims to provide broad exposure to the life of a faith community and various practices of ministry. An additional fieldwork component offers the opportunity for students to engage in a unit of hospital chaplaincy, campus ministry, community advocacy, or other specialized training in some aspect of ministry. The fieldwork requirement may be satisfied by working at the site full time for three months or spreading out the work over a longer period for the same number of hours.
Three exercises in practical theological and spiritual reflection—one in each year of the M.Div. program—provide a common structure for the work of all students in the program. These include: Theology in the Public Square course (taken the first year, taught in winter quarter) along with the Introduction to Ministry Studies (a year-long integration seminar during the first year); the second-year Arts of Ministry sequence with the concurrent year-long Practicum; and the third-year Senior Thesis Seminar culminating in the Senior Ministry Project presentation.

Theology in the Public Square, taken by all first-year students, analyzes the historical and cultural contexts of particular instances of American religious communities and religious leadership, while in Introduction to Ministry Studies (also known as Colloquium) students identify, examine, and synthesize the components of practical reflection, the core of ministerial practice. Students are encouraged to think about their preparation for leadership as one oriented towards multiple publics: the religious/spiritual community, the academy, and wider society.

The Arts of Ministry sequence in Worship and Preaching; Pastoral Care and Counseling; and Community, Leadership, and Change offers coursework in the practice of ministry. On the one hand, it relates these perennial features of ministry to the Divinity School’s theological and cultural exploration of religious and spiritual leadership, ritual and practice. On the other hand, it relates this reflective awareness of religious practices to the concrete experiences of the second-year field education settings.

The Senior Ministry Project consists of a thesis and a public presentation that draw together the student’s work in historical, systematic, and practical theology to arrive at an appropriate and intellectually plausible judgment about some aspect of religious/spiritual thought or practice. The specific balance among historical, systematic, and practical theological resources will vary according to the student’s interests and the faculty advisor with whom she or he works.

As students engage in these exercises of practical theological reflection and in fieldwork, they are also expected to extend their knowledge base in historical and theological studies with additional courses in the sacred texts and history of their
faith tradition. They will also select an upper-level theology course for which they will produce a paper in constructive theology—addressing a central theological question, reckoning with the position of a major thinker, and coming to a critical judgment of the question. M.Div. students are also encouraged to investigate course offerings in other departments of the University which might broaden a student’s cultural competence or deepen the skill set in a particular area of interest. M.Div. students often find the coursework at SSA, the Harris School, the Division of Social Sciences, and the Committee on Human Rights particularly useful.

**Degree requirements**

The M.Div. degree requires registration for three full years of scholastic residence, with the completion of a minimum of 28 courses distributed across the Divinity School’s areas of study. Along with acquiring a broad foundational knowledge about religion, students are encouraged to anchor themselves more deeply to one of the school’s discourses: historical studies, constructive studies, or religion and the human sciences.

**First Year**

*These requirements or equivalent courses in other traditions are most often completed during the first year of study:*

1) The master’s-level introductory course, Introduction to the Study of Religion (DVSC 30400, required for all first-year master’s program students)

2) Theology in the Public Square (CHRM 32500)

3) Introduction to Hebrew Bible (BIBL 31000) or a comparable course in the writings of the student’s tradition

4) Introduction to New Testament (BIBL 32500) or a comparable course in the writings of the student’s tradition

5) Introduction to Theology (THEO 31600) or a comparable course in the thought of the student’s tradition

6) Participation in the weekly reflection seminar and field education experience for first-year students, Introduction to Ministry Studies: Colloquium (CHRM 30500).

7) Acquisition of basic skills in New Testament Greek, Biblical Hebrew, or Quranic Arabic, usually by completion of the two-quarter sequence of grammar instruction in the fall and winter quarters, followed by a course in scriptural or textual exegesis employing the language.
Second Year

These requirements are most often completed during the second year of study:

8) The Arts of Ministry: a three-quarter sequence of Worship and Preaching; Pastoral Care and Counseling; and Community, Leadership, and Change (CHRM 35100, 35200, 35300)

9) Three quarters of field education in a faith community, including successful completion of the practicum, Practice of Ministry I and II (CHRM 40600, 40800), which meets weekly across the entire second year.

10) One course, selected in consultation with the instructor and the Director of Ministry Studies, for which the student submits a constructive theological paper; to be completed before participation in the Senior Ministry Project seminar.

Third Year

These requirements are most often completed during the third year of study:

11) Completion of the Senior Ministry Project, including enrollment in the Senior Ministry Thesis Seminar (CHRM 42800) in the winter quarter. The project consists of two parts:
   a) A thirty-five page thesis in practical theology
   b) An oral presentation of the project in an appropriate public forum that includes ministry students, members of the Committee on Ministry Studies, and wider audiences, as appropriate.

Any of the three years

These requirements may be completed at anytime across the three years of M.Div. residence:

12) At least two courses in the History of Christian Thought and History of Theological Ethics sequences (HCHR 30100, 30200, 30300, 30400, 30700, 31000; or THEO 31100, 31200), or two courses in the History of Judaism, Islam, Buddhism, or the tradition to which a student belongs.

13) At least one course in History of Religions, Religion and Literature, Philosophy of Religion, Anthropology and Sociology of Religion, or a course in a religious tradition other than the student’s own.

14) An additional unit of approved and supervised fieldwork.

Accountability

All M.Div. students are expected to maintain a grade average of at least B-. A student whose grade average falls below B- may be placed on academic probation or asked by the Committee on Ministry Studies to terminate his or her program of study.

Students are advised to avoid the accumulation of incompletes on their transcript. Students who have three or more incomplete courses on their transcripts may be restricted from registration until progress is made towards resolving incomplete work.
# A Typical Course of Study

The following may be a useful model in planning a specific course of study, but it is meant as a guideline. More required courses could be taken early on, or one may want to exchange elements of a sequence (for example, History of Theological Ethics in place of History of Christian Thought, or one of each sequence). Students may take Clinical Pastoral Education after the first year.

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<td>+ Intro to the Study of</td>
<td>+ Theology in the Public Square</td>
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<td>+ Throughout: Introduction to</td>
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<td>Ministry Studies (Colloquium)</td>
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<td>Worship and Preaching</td>
<td>Pastoral Care and Counseling</td>
<td>Community, Leadership, and Change</td>
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<td>+ History of Christian</td>
<td>+ Elective</td>
<td>Advanced course in Theology</td>
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<td>+ Throughout: Practice of</td>
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<td>Ministry</td>
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<td>+ History of Christian</td>
<td>+ Senior Ministry</td>
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The above diagram highlights the courses which must be completed in a specific year. The timing of the other required and elective courses will vary according to the student’s interests and the courses offered. Three courses per quarter is the normal course load for students in the M.Div. program. The University’s residence system, however, allows some flexibility. For example, it is possible to take two courses in one quarter, four the next, and still graduate on time. Especially for students of non-Christian traditions, the program is designed to accommodate substitution courses in history, theology, and language. Within the Arts of Ministry sequence, students will have the opportunity to train as religious and spiritual leaders in their own tradition.

Depending on previous language study, students take a minimum of eight elective courses to fulfill the requirement of twenty-eight courses for the degree. The University’s Residence System allows students to take as many courses as they wish during any quarter in which they are enrolled full-time, at no additional charge. It is thus possible to take more than the required
number of electives. Students may choose these electives from other departments and divisions of the University, as well as from the courses offered by The Divinity School. Students may also take up to four electives (and in some cases, as many as six, by permission of the Committee on Ministry Studies) in the neighboring seminaries that make up the Hyde Park Cluster of Theological Schools, or other Chicago area denominational schools such as Garrett Evangelical Seminary, provided these courses do not duplicate offerings at The Divinity School.

As a general rule it is desirable to complete degree requirements (e.g., languages, scripture/text analysis, history and theology courses) earlier rather than later in the course of study. It is also important, however, to distribute elective coursework throughout the three years in order to develop interests that may contribute to the Senior Ministry Thesis. These twin considerations can compete, requiring students to strategize. Counsel from the Director of Ministry Studies, as well as faculty in relevant areas of study, can be essential in making curricular decisions.

**Scholastic residence**

M.Div. students register for three full years of Scholastic Residence. If, at the conclusion of this time, the student has not completed all requirements, he or she may register for up to one year of Advanced Residence. Tuition for Advanced Residence is reduced (approximately one-third of Scholastic Residence), and financial aid from the Divinity School is standard for all students (it covers approximately 80 percent of the University charge.) M.Div. students on Advanced Residence may not normally enroll for more than one course in a given quarter.

M.Div. students are expected to complete the required coursework for the degree while registered in Scholastic Residence. The requirements completed in Advanced Residence should be more cumulative in nature (e.g. the Senior Ministry Thesis) or elective coursework.

**Colloquium and Practicum**

Introduction to Ministry Studies (Colloquium) is a weekly, required seminar for first-year ministry students. It runs concurrently with classes during all three quarters of the first year, though students register for the course only in the autumn quarter, and is designed to provide a forum with one’s student colleagues, course leaders, faculty presenters, and guest practitioners to discuss and explore matters of theological, philosophical and academic integration, ministerial formation, and vocational development. Students in this course will also participate in introductory field experiences at selected south side ministry sites. The Introduction to Ministry Studies supports and supplements the academic work of the first-year experience. Students receive one credit for this course.

The Practice of Ministry (Practicum) is a weekly required seminar for second-year ministry students. It runs concurrently with classes and the student’s field placement during all three quarters, though students actually register for two quarters. The course provides a forum for practical theological reflection through ongoing discussion with classmates of both field experience and general issues of ministerial practice.
Field Education

The field education components of the ministry program offer students the opportunity to combine practice and reflection in their theological professional preparation. The aim of field education is not only to provide practical experience in the arts of ministry, but also to foster mutual enrichment between the academic study and the practice of ministry. Field Education at the Divinity School allows for engagement in the tasks of ministry that challenge and enrich the students’ academic study at the Divinity School, and for this study to challenge and enrich the student’s practice of ministry. Toward this end, each student participates in three field education exercises while in the ministry program. In the first year of study, students participate in a community engagement experience in conjunction with their Colloquium studies, spending time in a nontraditional ministry setting unique to the South Side of Chicago. During their second academic year students participate in a congregational placement in a local congregation, synagogue or other spiritual community under the supervision of a Teaching Pastor or Supervisor and the Director of Field Education. Each student also completes an additional field work exercise, which may be another broad-based internship in a congregation or a more focused experience in some particular facet of ministry, such as chaplaincy or advocacy. The Director of Field Education approves all student field experiences and serves as the contact point between the Divinity School and the ministry site.
Field Education: Congregational Placement

The field education internship takes place during the student’s second year in the program, concurrent with the Arts of Ministry sequence on worship and preaching, pastoral/spiritual care and leadership, and the field education Practicum. Each student works 15–20 hours per week in a local faith community, under the direction of an onsite supervisor. The student meets with the supervisor for at least an hour each week to reflect on the practice of ministry and forms a Lay Committee of three to five members for additional feedback during the year. In consultation with the Director of Field Education the student chooses the community with which he or she will work during their first year of study. Please find any forms for the placement in the appendices.

Timeline for Placement

End of the spring quarter of the first year:

Learning Agreement: The document outlines the expectations and responsibilities of each party for the year ahead. The Learning Agreement is completed all three parties—student, supervisor, and the Director of Field Education and Community Engagement—have agreed that the site will serve as the student’s placement.

Beginning of the second year:

Workshop on Clergy Ethics and Boundaries: At the start of their internship year all students pursuing a congregational placement will participate in a required workshop on clergy ethics and boundaries. This workshop is designed to introduce and address some of the specific issues potentially encountered as a student minister.

First few weeks of internship:

Action Plan: The student and the Teaching Pastor or Supervisor agree on an Action Plan, which outlines concrete goals for the year. The Divinity School asks that the Teaching Pastor or Supervisor introduce the student to the full range of tasks involved in the vocation of ministry. The Action Plan identifies seven of these categories that should be covered during the year:

- Preaching or Teaching
- Worship, Ritual or Practice Leadership
- Pastoral Care
- Religious and Spiritual Education
- Administration
- Denominational, Interdenominational, and Interfaith Relations
- Social Ministry

The Director of Field Education must also approve the Action Plan.

End of each academic quarter:

The student writes an evaluation of the experience, using the Action Plan as a benchmark. The Director of Field Education also meets with the student to discuss his or her progress.
towards meeting the goals outlined in the Action Plan. Teaching pastors-supervisors are required to complete written evaluations at the end of the fall and spring quarters. In addition to these written evaluations, the Director of Field Education will meet with each student-supervisor team at the conclusion of every quarter to reflect on the experiences of the field placement. The spring quarter evaluation will be a comprehensive review of the internship year.

In conjunction with the field education internship, the Director of Field Education leads the field education Practicum, visits the students’ community to observe his or her leadership, and meets with the student as needed to discuss the events of the year. Students engaged in the second-year field education placement receive stipendiary aid from the Divinity School in the amount of $6000 ($2000 per quarter). Field placement sites are not expected to make further financial contributions, although considerations can be made to cover student transportation costs if the site requires extensive travel.

**Learning Agreement**

**Student**
- The student will be involved in the fullest range of congregational leadership duties the placement affords for no less than 15 and no more than 20 hours per week (including transportation).
- The student will be enrolled concurrently in the Arts of Ministry sequence and the Field Education Practicum.
- The student will complete quarterly written evaluations and will participate in quarterly meetings with the Director of Field Education and the student’s supervisor.
- The student will participate in the Divinity School’s Boundary Training Workshop, an ethics training specific to issues of serving in congregations as a student minister.

**The Teaching Pastor/Supervisor**
- The Teaching Pastor/Supervisor and student will engage in conferences for one hour each week, or the equivalent. This is in addition to any regular staff meetings in which the Pastor/Supervisor participates.
- The Teaching Pastor/Supervisor will submit to the Director of Field Education written summaries of the field education experience at the end of the Fall and Spring quarters.
- The Teaching Pastor/Supervisor is eligible for library privileges at the Regenstein Library. He or she is also welcome to audit Divinity School courses, with the consent of the instructor, and to attend public events at the Divinity School.
- Teaching Pastors/Supervisors are invited to participate in quarterly workshops and training sessions to engage pedagogy, supervision, and continuing education.
- As part of the quarterly evaluation process, the Teaching Pastor/Supervisor will meet with the student and the Director of Field Education on a quarterly basis to review accomplishment of goals as stated in the Action Plan.
The Lay or Advisory Committee

- At the beginning of the autumn term, a Lay or Advisory Committee of three to five members (including a coordinator who will serve as the liaison between student and committee) will be appointed to meet with the student. (The Teaching Pastor or Supervisor will not attend these meetings.)
- The Committee will meet with the student not less than once every six weeks to discuss the student’s work and the Committee’s insights into the ministry of the church.
- Committee meetings will be scheduled in consultation with Lay Committee members and chaired by the student.

The Action Plan

At the beginning of the autumn term, the student will design an Action Plan in consultation with the Teaching Pastor or Supervisor, Lay or Advisory Committee, and the Director of Field Education. The purpose of the Action Plan is to provide the student with a structured set of goals in each of seven ministry areas:

1. Preaching/Teaching
2. Worship/Ritual/Practice Leadership
3. Pastoral Care
4. Administration
5. Religious and Spiritual Education
6. Denominational, Interdenominational, and Interfaith Relations
7. Social Ministry

The student may amend the Action Plan during the year, in consultation with the Teaching Pastor/Supervisor and the Director of Field Education.

The Divinity School

- The Divinity School will provide all field sites with a copy of the University policies regarding appropriate student conduct. During the internship year the student is expected to maintain the proper bounds of conduct as outlined by University policy. Any student who violates these policies while serving as a field intern will be subject to University disciplinary action. Additionally, the field site is expected to maintain an appropriate workplace environment free from harassment and discrimination.
- The Divinity School does not conduct criminal background checks on students. Students are asked to self-disclose any criminal history upon an offer of admission. Students are also asked to grant the Divinity School permission to disclose this information to potential Field sites under appropriate circumstances. While keeping within the protection provided under the Family Educational Rights and Privacy Act (FERPA), the Divinity School will disclose any relevant history of criminal activity or harassment prior to the placement of any student. The Divinity School respects the rights of institutions to require criminal background checks of its staff and interns; however, these checks will require student consent and will be conducted at the expense of the field site.
• The Director of Field Education and Community Engagement must approve the terms of the field education placement.
• In addition to the year-end evaluation conference, the Director of Field Education will visit the student at the site at least once during the year.
• The Divinity School will provide the student with a stipend for Field Education. Although the teaching parish may provide the student with limited and appropriate reimbursements, the Divinity School requires no such compensation.

Sample Action Plan

The formal Action Plan, developed in consultation with your Teaching Pastor or Supervisor, your Lay or Advisory Committee, and the Director of Field Education, is not due until the fall quarter, but it is wise to discuss the Action Plan with your Teaching Pastor or Supervisor when you complete the Learning Agreement in the spring. In the Action Plan, you describe a set of concrete goals for the year, in each of the seven areas listed in the Learning Agreement. Below is a SAMPLE Action Plan—it is intended as reference only. Your own Action Plan should reflect your individual interests and learning goals. It is your opportunity to identify in specific terms how you want to structure your internship year. Action Plans can always be adjusted mid-stream. This is a normal and even healthy reflection of the ever-changing dynamic of practicing ministry in the context of community.

Preaching/Teaching
• Will preach or teach at least twice each quarter during the main service
• Will preach/teach for one special service (e.g. a holiday, or a healing service)
• Will seek response and criticism on sermons from my Teaching Pastor or Supervisor and Lay or Advisory Committee

Worship
• Will plan the liturgy for the services at which I preach (or plan details of a ritual)
• Will help lead worship/reflection on a regular basis (three weeks per month)
• Will meet with the Worship/Planning Committee each month

Pastoral/ Spiritual Care
• Will make hospital visits with the Teaching Pastor or Supervisor during the fall and winter quarters and solo visits in the spring quarter
• Will visit with bereaved members of congregation or community with Teaching Pastor or Supervisor, as occasion arises
• Will observe and discuss pastoral/spiritual care situations with my Teaching Pastor or Supervisor

Administration
• Will attend weekly meetings of the staff; will chair the meeting once each quarter
• Will attend monthly meetings of the council
• Will learn the organizational and financial structure of the congregation

**Religious/Spiritual Education**
• Will team-teach confirmation classes with the pastor/supervisor in the fall and winter quarters (or participate in leading education for the faith community)
• Will teach an adult education class in the spring
• Will attend quarterly meetings of the Education committee

**Denominational, Interdenominational, and Interfaith Relations**
• Will begin the process of becoming a candidate for ordination in the denomination (or equivalent in other traditions, if applicable)
• Will attend at least one meeting of a higher governing body each quarter
• Will participate in events sponsored by the local Interfaith Council

**Social Ministry**
• Will become a member of the committee on ministry and mission
• Will discuss with the pastor/supervisor ways in which concern for social action is incorporated in other elements of ministerial leadership, e.g., preaching, worship, pastoral care, religious education.

*Libbi Williams, Leah Boyd, Erika Dornfeld, and Hannah Campbell Gustafson on a Hebrew Bible class field trip to the Oriental Institute*
The Lay or Advisory Committee

At the beginning of the autumn quarter, you should work together with your Teaching Pastor or Supervisor to form a Lay or Advisory Committee of three to five members who will assist you in your field education process by offering you support, encouragement, and when needed, challenge. You should meet with your Committee at least twice a quarter. Your Committee will also be asked to contribute a section to the year-end evaluation of your Teaching Pastor or Supervisor based on their experiences with you throughout the year.

A Lay or Advisory Committee serves a number of purposes during the internship year; you should think of them as a source of feedback and support from the congregation. Meeting with the committee is a wonderful opportunity to learn an important skill in ministry: how to gather a group of interested lay people for worthwhile conversation and feedback. Your Lay Committee can be helpful in offering you feedback on your preaching/teaching and worship or ritual leadership. You can also learn a great deal about ministry and the role of the church in people’s lives by inviting Committee members to talk about their faith. The Committee should be a valuable source of information about how you as minister are experienced by the people in your teaching parish. The Committee is also a place to talk about your developing vocational identity.

Your Teaching Pastor or Supervisor should not attend these meetings, nor should the committee report back to him or her. The space is intended to be a place where you can debrief your experiences in an open and honest atmosphere. Obviously, this committee is predicated upon the ability of its participants to understand and honor potentially sensitive and confidential matters. Here are some other suggestions for what to do. As you come to know and trust each one another, other agendas will no doubt present themselves. You are the chair of this committee.

1. You should begin by having each member, yourself included, give a miniature spiritual autobiography describing one’s spiritual journey up to this point. Remember that it is important to create a safe environment so that people will feel comfortable sharing their stories. You might go first.

2. Reflect on your role in the congregation or community. How do the members of the Committee experience you in the larger context of the community? How do the people of the congregation or community relate to you as a student minister? How are you relating to them?

3. Ask for feedback on your sermons or any other congregational activity in which you participated.

4. Reflect together on a sacred text—for example, the text for your next sermon or teaching talk.

5. Pray, reflect, or meditate together.
6. Share what you are observing and learning about how ministry is practiced in your congregation and invite the Committee’s feedback. The committee can be a good source of information for the thick description paper assignment given during the first quarter.

Field Work

Unlike the second-year internship, the field work requirement can be accomplished outside of a congregation or faith community. The field work component of the degree is an intentionally broad and open-ended requirement. Like the Congregational Placement, it functions as a workshop for the integration of academic study and theory with the practice of the ministerial arts. Likewise, field work should foster the continuing commitment to deep theological reflection on the practice of ministry in the context of a closely supervised working relationship with a professional practitioner. The particulars of the field work experience are open to the specific interests of the student provided that the student can demonstrate that the internship offers some direct involvement in the practice of ministry.

Students may choose to complete their field work requirements at any stage of the program. Many elect to use the summer after their first or second year to engage their particular field work selection. This requirement can be met in several ways:
• A basic unit of Clinical Pastoral Education. For more information, see the section on CPE below.
• A summer intensive in a local congregation or agency of 40–50 hours per week for eleven weeks.
• A second year part-time (15–20 hours per week) in a local congregation or agency for three quarters.
• Some other specialized form of ministry approved by the Director of Ministry Studies and the Director of Field Education.

All students must have their field work approved in advance by the Director of Field Education. In some instances where the internship is in a less structured setting the student may be required to make additional supervisory arrangements with the Director of Field Education. The Divinity School provides a stipend of $1,500 for all field work, and up to $500 towards tuition for an accredited unit of CPE (tuition for a basic unit of CPE is generally no more than $500). The Field Work Contract is due by the eighth week of the spring quarter to ensure payment of the stipend.

Clinical Pastoral Education

Clinical Pastoral Education is one way to fulfill the Divinity School’s field work requirement. Although not required by the Divinity School for the M.Div., many denominations require a basic unit of CPE for ordination, consecration, or certification. All students are thus encouraged to inquire about their denomination’s policies regarding CPE. For more information on the history and practice of CPE, including application forms and a list of centers that offer CPE, please consult the national Association for Clinical Pastoral Education (www.acpe.edu) and the North Central Region of the ACPE (www.ncracpe.org).

**Students working to complete a unit of CPE need only submit their supervisor’s final evaluation and their final self-evaluation in lieu of the field work contract and evaluations.**

Here is brief description of CPE from the website of the Association for Clinical Pastoral Education:

“Clinical Pastoral Education was begun in 1925 as a form of theological education that takes place not exclusively in academic classrooms, but also in clinical settings where ministry is being practiced. CPE is offered in many kinds of settings: in hospitals and health care including private, university, military, and veterans facilities; in prisons and correctional institutions; in parishes and congregations; in hospices and other places that care for the dying; in psychiatric facilities and community care; in business, industry and other workplace settings; in retirement homes and geriatric centers; in rehabilitation centers such as those for physical illness and injury as well as those working with the addticted; and in communities, both urban and rural. The textbooks for CPE include in-depth study of ‘the living human documents.’ By ‘living human documents,’ we mean both the people who receive care as well as a study of ourselves, the givers
of care. Through the practice of ministry and the reflection thereon with supervisor and peers, the experiential learning that is CPE takes place.”

The following is a list of some of the Chicago-area sites and other sites M. Div. students have chosen. Please note that Urban CPE offers a variety of placements, and that some large hospital systems offer CPE at various sites. For more information, please refer to www.acpe.edu.

A note on the CPE stipend: The Divinity School provides a stipend of $1,500 for all field work, and up to $500 towards tuition for an accredited unit of CPE. (tuition for a basic unit of CPE is generally no more than $500).

**Chicago Area**

**Advocate Christ Medical Center**, Mission & Spiritual Care, 4440 W 95th St, Oak Lawn, IL 60453-2600. Phone: (708) 684-4189; Fax: (708) 684-4445

**Evanston Northwestern Healthcare/Evanston Hospital**, Pastoral Care & Healing Arts, 2650 Ridge Ave, Evanston, IL 60201-1718. Phone: (847) 570-1686; Fax: (847) 733-5396

**Loyola University Medical Center**, Pastoral Care Department, 2160 S 1st Ave, Maywood, IL 60153-3304. Phone: (708) 216-3585; Fax: (708) 216-8294

**Northwestern Memorial Hospital**, Pastoral Services and Education, 676 N. St. Clair, Room 730, Chicago, IL 60611-2908. Phone: (312) 926-2028; Fax: (312) 926-4976

**Rush University Medical Center**, Dept of Religion & Health, 1653 W Congress Pkwy, Chicago, IL 60612-3839. Phone: (312) 942-5571; Fax: (312) 942-2987

**University of Illinois Medical Center at Chicago**, 1855 West Taylor Street Suite 2009 - MC 978 Chicago, IL 60612-7232. Phone: (312) 996-0296; Fax: (312) 413-3600

**Urban CPE Consortium, Inc.**, c/o Community Renewal Society, 332 S Michigan Ave Suite 500, Chicago IL 60604-4306. Phone: (312) 673-3833; Fax: (312) 427-6130

**Other**

**Providence Alaska Medical Center**, Spiritual Care Dept, PO Box 196604, Anchorage AK 99519-6604. Phone: (907) 261-2990; Fax: (907) 261-2987

**Altru Hospital**, Department of Pastoral Services, 1200 S Columbia Rd PO Box 6002, Grand Forks, ND 58201-4036. (1) (2006) Phone: (701) 780-5300; Fax: (701) 780-1631

**Pacific Health Ministry**, 1245 Young St Suite 204, Honolulu, HI 96814. (2) (2010) Phone: (808) 591-6556; Fax: (808) 593-9206
Senior Ministry Thesis

Purpose
The Senior Ministry Thesis is an in-depth exploration of a question or issue in ministry that demonstrates a student’s ability to foster thoughtful, rigorous and relevant dialogue between university, faith community, and society.

The senior thesis serves as the culmination of the student’s Divinity School work. As such, it is a thoroughly theological endeavor which is at the same time interdisciplinary in a way appropriate to practical theological or philosophical investigation. In the thesis writing process, students have the opportunity to trace the intellectual heritage of a selected issue and make a thoughtful contribution to the practical theological conversation.

Thesis ideas might emerge from course readings and lectures, classroom discussions, congregational observations or other field work; in every case, the articulation of the problem, as well as the statement of a thesis and elaboration of an accompanying argument will be grounded in the textual, historical, and constructive studies that are integral to the M.Div. curriculum. Ideally, the thesis makes use of research and writing from previous courses and is informed by the student’s practice and reflection in field education and field work.

Successful completion of the Senior Ministry Thesis consists of three parts:

• Participation in a thesis seminar during sessions in the autumn and winter quarters of the third year
• Completion of a 35-page paper, by the end of winter quarter of the third year
• A public presentation of thesis findings in the spring quarter of third year

Defining the Issue and Approach
It comes as no surprise that most people begin research projects with a topic that interests them. The initial task of research is to transform that interesting topic into an issue, question, or problem that the research will be designed to resolve by creating a hypothesis, an argument, or an interpretation. Different issues require different resources and methods in order to address them effectively. One might ask, for example, “How did things get to be the way they are?” The question assumes that a historical method will supply important parts of the answer. On the other hand, one might ask, “How is this idea or practice related to that idea or practice?” For questions of this systematic and relational type, the scholar frequently turns to such disciplines as theology, philosophy of religion, or ethics. The movement from topic to issue is the crucial first step of effective scholarship, and students can find helpful suggestions about this process in The Craft of Research, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

The issue in ministry and the appropriate method for resolving it are to be refined and agreed upon in consultation with the student’s faculty advisor and the leader of the Senior Ministry Thesis Seminar. The issue in ministry should arise and draw its principal resources from the
educational experience of the University of Chicago—broadly conceived to include faculty, courses, field education, ministerial experience, and fellow students.

**Schedule**

It is wise to keep the senior thesis in view from the time a student matriculates in the M.Div. program. Students should be attentive to the questions raised by their study and practice, and should plan coursework that will promote proficiency in a particular area of study or theological method, as well as accumulating experience and insight into an identified issue in ministry.

During the spring quarter of the second year and the following summer, each student works independently, confers with the seminar leader or Director of Ministry Studies, and consults other faculty members to (1) define the issue in ministry that the thesis will explore, (2) clarify the method or approach, (3) identify an advisor, and (4) identify primary resources.

A thesis proposal with approval from the faculty advisor is due during the fall quarter of the third year. (The seminar leader will establish the deadline.) The thesis proposal (no more than 5–6 pages, or 1,500 words) includes the following elements:

- A statement of the issue in ministry
- The thesis about that issue
- A description of the approach or method to be employed in exploring the issue
- A 1–2 page annotated list of primary resources—texts and possibly resource persons—to be consulted
- The name of the faculty member who has consented to advise the thesis

The proposal is to be submitted with a cover sheet signed by the student and faculty advisor. This proposal reports to the Committee on Ministry Studies the student’s intention to participate in the thesis process, the thesis title, and the name of the faculty advisor. An example of this cover sheet is on the following page.

In the autumn quarter of their senior year, students will meet with a thesis colloquium, consisting of a small group of fellow students and faculty advisors, to sharpen their proposals before the critical work of writing begins. In the winter quarter, students register for CHRM 42800 Senior Ministry Thesis Seminar, which meets occasionally in the autumn and regularly during winter quarter for the purpose of presenting work in progress. The thesis is submitted on the established deadline to the seminar leader. A final copy of each thesis is bound and archived in a file in the ministry suite for others to read.

During the spring quarter, students will make a public presentation of the central findings of the thesis. A brief description of the presentation design, with a presentation date, venue, and title, is also due on the last day of the winter quarter.

**Public Presentation**

The intent of the public presentation is to foster creative communication and wider discussion of the senior ministry thesis; as the thesis is an exercise in practical or public theology, it is
important to keep the public presentation in view from the inception of the writing process. The presentation assumes a diverse audience with interest in, but not necessarily previous exposure to, the paper’s findings. Students are encouraged to consider the public presentation as an adult education event that builds on the written project but is quite distinct from it.

Presenters should resist the temptation to make the public presentation a synopsis of the thesis. Instead, identify a major point from the thesis and then create a form of presentation that will communicate that point in an appropriate and memorable way to the audience. Past presentations have utilized a range of formats—panel discussions, interviews, worship services or sermons with discussion afterwards, curriculum description with opportunities for groups to experience some dimension of the learning material, arts exhibits with artist talks, and one-act plays followed by conversation between audiences and actors.

Students are encouraged to plan presentation times and formats to maximize participation by a healthy representation of publics; fostering robust attendance at the presentation is part of the student’s leadership responsibility, and part of the ministry cohort’s collegial responsibility to each other. Audiences should include the thesis advisor, the thesis seminar leader and Director of Ministry Studies. Final scheduling of project presentations must be done in consultation with the Area Assistant and the Director of Ministry Studies. The Divinity School will promote the presentations in its calendar and weekly bulletin board fliers, but students are encouraged to learn the useful art of promotion as part of the practical theological task.

**Evaluation Guidelines: Senior Ministry Thesis**

The grade for the Senior Ministry thesis will be assigned in consultation between the thesis seminar leader and the faculty advisor for the thesis. Final grades for the course will be submitted after the successful public presentation of the project in the Spring quarter.

**Purpose of the Thesis**

The Senior Ministry Project serves as the culmination of the student’s MDiv degree work. It should be an in-depth exploration of a well-defined question or issue in ministry, and grounded in the biblical, historical, and constructive studies that are integral to the MDiv curriculum.

A successful project will demonstrate the student’s research skills, a capacity for theological reflection that is essential to ministry, and the ability to engage a variety of publics in practical theological conversation.

**Questions toward Evaluation of the Thesis**

**Formulation**
How well does the project define its main issue? Is there a clear statement of its question or problem? Is it appropriate to the project’s purpose, scope, and audience?

**Research**
How thoroughly has the project been researched? Does the thesis demonstrate adequate knowledge of the literature in its field, and of appropriate field research methodology, if relevant?
How well does the project employ relevant scriptural/textual, historical, and theological resources?
How effective is the project’s organization or argumentation? Is the thesis convincing?

**Audience(s)**
How well does the project engage its intended audience, context, and/or vocational location?

**Originality**
Each project should be a unique exercise in practical theological or spiritual reflection. Both the student and the project’s faculty advisor are encouraged to describe at least one original consideration for evaluation.

*From left, Elijah Kindred, Maggie Nancarrow, Alex McCauslin, and Elijah Zebuye at the 2013 end-of-year dinner at Dean Mitchell’s house*
The Divinity School offers dual degree programs with the School of Social Service Administration and the Irving B. Harris School of Public Policy Studies. These programs serve students who wish to combine education for ministry with training for social work or expertise in public policy. In addition to making these pursuits formally possible at the University, the dual degree programs allow students to complete a M.Div. and an A.M. in social work or public policy in four years, rather than five if the two degrees are pursued separately. Students in the dual degree programs register for eight quarters in the Divinity School and four quarters in the cooperating school. The recommended arrangement is the completion of two years (six quarters) at the Divinity School, followed by one year and one quarter (four quarters) at the SSA or Harris School, followed by two final quarters at the Divinity School. Students enrolled in a dual program complete all of the ordinary requirements for the M.Div., but need take only twenty-four courses for the degree with SSA, or 22 courses for the degree with the Harris School, rather than twenty-eight.

In the fall of 2002, the Divinity School and the Law School inaugurated new dual degree programs for students whose professional plans require training both in religion and in law. Students may now apply to do a dual A.M.R.S./J.D., A.M./J.D., M.Div./J.D., or Ph.D./J.D. For more information about these programs, please contact the Dean of Students Office.

**Application**

Applicants must gain acceptance to both schools to enroll in a dual degree program. Normally, the prospective student will apply to both schools prior to matriculation, and indicate on each application his or her intent to pursue the dual degree. First-year M.Div. students may, however, make application during that year to the relevant A.M. program and enter the dual degree program upon acceptance by the SSA or the Harris School. At each school, offers of admission are for the fall quarter. Admission to one program is advantageous, but does not guarantee admission to the other; be advised that these programs have admission limits and so it is important to apply to SSA or Harris School at least a year before you intend to begin there.

**Financial Aid**

Students enrolled in the dual degree program are eligible for financial assistance from the institution at which they are registering, that is, for eight quarters of assistance from the Divinity School and four quarters from the SSA or Harris School. The financial aid policies of the three schools differ significantly, and students should anticipate that tuition charges and financial assistance will vary depending on where they are registered for a particular quarter.

**Registration**

Students in the dual degree program register for a total of eight quarters at the Divinity School and four quarters at the SSA or the Harris School. As mentioned above, the recommended sequence is for the student to spend the first two years (six quarters) at the Divinity School, the
third year (three quarters) and the first quarter (fall) of the fourth year at the SSA or Harris School, and the final two quarters (winter and spring) at the Divinity School. This arrangement has the greatest potential to ensure that the student will participate fully in each program. It is essential that the student devote a full academic year to the required curriculum of the SSA or the Harris School, and, given the collegial nature of the program, it is best for ministry students to complete the first two years of the M.Div. in the company of their entering class. This sequence also has administrative advantages. Each school counts quarters of registration as a requirement for the degree, so the student must be registered for the required number of quarters at the respective school. It is also least disruptive to the student’s registration and financial arrangements (for example, for loans and workstudy eligibility) to minimize the number of times that the student officially transfers from one school to another.

Field Work (SSA dual degree only)
The M.Div. from the Divinity School and the A.M. from the School of Social Service Administration each require students to complete two field education components. For the Divinity School, these requirements are (a) the field education internship (the second-year placement in a local congregation under the supervision of a Teaching Pastor/Supervisor and the Director of Field Education and Community Engagement) and (b) another unit of field work (a more focused field experience, usually completed after the field education internship). The SSA requires two year-long field work assignments. Students in the dual degree program must meet the field education requirements of both schools, but are usually able to arrange for the second year-long field work requirement at the SSA to fulfill the second field work requirement of the Divinity School as well. They are thus able to complete the field education requirements for both degrees with three field placements, rather than the four that would be necessary if the degrees were completed separately. This arrangement is subject to the approval of the Director of Ministry Studies at the Divinity School. Approval should be secured before beginning the second year-long assignment for the SSA.

Curriculum and Integration
The dual degree programs have much to recommend them, but they do not provide the student with as much latitude in arranging his or her curriculum as would be the case if the student were pursuing the degrees separately. Particularly in the fourth year, when completing the second year of study at the SSA or the Harris School, the Senior Ministry Thesis, and culminating coursework at the Divinity School, students can experience conflicts in scheduling that, while inevitable, nonetheless frustrate good intentions. It is wise for students to aim to complete a substantial portion of the coursework required for the M.Div. during the first two years at the Divinity School. We encourage students to use the Senior Ministry Thesis as a way to formally synthesize their work in the two programs. It is highly recommended that students retain co-advisers, one from the Divinity School, and one from the SSA or Harris School, to assist them in a Senior Ministry Thesis that will facilitate this integration.
Additional Resources

Hyde Park Seminaries
M.Div. students may take up to four courses in the neighboring theological schools: the Catholic Theological Union, Chicago Theological Seminary (United Church of Christ), the Lutheran School of Theology at Chicago, McCormick Theological Seminary (Presbyterian Church, USA), and/or Meadville/Lombard Theological School (Unitarian Universalist). Students may also enroll for courses with Seabury Western and Garrett Evangelical Seminary. M.Div. students ordinarily enroll in such courses to meet ordination or other professional requirements. Students do not ordinarily take courses at the seminaries that parallel those offered at the Divinity School.

The Director of Ministry Studies must approve each course in advance. This approval is certified by completion of a petition available from Dean Norbeck’s office. Templates are included in this Appendix G of this handbook.

Process of registering at other seminaries:
• Contact Sandy Norbeck to obtain the bi-registration form (i.e. the petition).
• Fill out the form and make 3 copies.
• Give one copy to Amiricia Huckabee in the Dean of Students Office.
• Give the other copy to the registrar at the seminary in which you wish to enroll.
• Keep one for your own records.
Students should be advised that since most area seminaries are on the semester system (and the Divinity School is organized in quarters) special attention must be paid to seminary starting dates: early September, for the fall semester (these course listings are available in April) and early February for the spring semester (these course listings are available in November). Students will not be allowed to join a seminary class after the first week of the semester. Once the petition has been approved by the Divinity School and submitted to the seminary registrar, students register for this course online during the regular Divinity School quarterly registration process. Students should register for autumn semester seminary courses during the Divinity School’s Autumn Quarter registration and for spring semester seminary courses during the Divinity School’s Spring Quarter registration. (Seminary “J” term courses are generally not eligible for University credit). In special circumstances and with the approval of the Director and the Dean of Students, M.Div. students may petition the Committee on Ministry to take up to two additional courses in these schools.

M.Div. students should note that the University Registrar records grades for these courses on a Pass/Fail basis; no letter grades are recorded. (Grades of B-or better constitute a pass.) In order to have this P/F recorded on your U of C transcript, the student must request that the seminary send an official transcript to the Divinity School Dean of Students.

**Advising**

First-year students are assigned a faculty advisor and may consult with that person throughout the year (but should not feel constrained to consult only with that faculty member). M.Div. students are encouraged to consult with faculty in their areas of interest throughout their courses of study, and will be asked to secure a faculty advisor as part of the proposal process for the Senior Thesis.

The Director of Ministry Studies works closely with students from the outset of their course of study, with an eye towards each student’s integration of academic pursuits, spiritual formation, and the development of vocational identity. The Director of Field Education has particular responsibility for advising and directing M.Div. students in the completion of their field education requirements. The Dean of Students has special responsibility for matters pertaining to registration, financial aid, and graduation.

**The Committee on Ministry Studies**

The Committee on Ministry Studies determines policy for the M.Div. program at the Divinity School. Its membership includes a selected group of faculty, the Dean, the Dean of Students, the Director of Ministry Studies, and the Director of Field Education. The Committee meets twice per quarter. Its agenda is set by the Director of Ministry Studies in consultation with the Dean of the Divinity School. The Committee oversees curriculum, degree requirements, and the conceptual foundation of the program, and it reviews student petitions.
Worship and Community Life

Ministry students have a dual challenge and dual opportunity in their first year: begin to look for a good field placement site for your second year (and it doesn’t hurt to start looking as early as fall quarter) and enjoy worship or practice in many different settings, since your second year is limited to one. The following are a few different worship options in the immediate neighborhood (and on campus) as well as a few well-known congregations throughout the city worth visiting. All are possible teaching communities.

On Campus

Bond Chapel services
Located immediately southwest of the Divinity School, “the Joseph Bond Chapel was opened in the fall of 1926 to be a place of worship for students. University members who worship here seek to find ways to discern how spiritual life and formation are a vital part of their learning experience. We invite you to find the place already prepared for you here, and to make it your own.” Some Bond Chapel opportunities include:

Open Space
Open Space is exactly that—an intentional space for multi-faith community, reflection and prayer, offered mid-week, most weeks of the academic year. The service is co-sponsored by the Divinity School and Rockefeller Memorial Chapel, and planned by a student-led committee. Students, faculty, and staff serve as speakers, musicians, and prayer leaders. These mid-day services offer hospitable space and a welcoming community in which to pause, reflect, wonder, and pray. All are welcome. Watch for announcements about Open Space dates and times, which may vary from quarter to quarter.

Episcopal Eucharist
On Thursdays at noon, Brent House and Rev. Stacy Alan (http://www.brenthouse.org/) sponsor a simple service with communion, and often each lunch together afterward. Students are encouraged to preach at this service. All are welcome.

Jumuah Prayer times
Insha’Allah, Jumuah prayer is hosted by the UChicago Muslim Students Association and will be held in Bond Chapel every Friday at 1pm. For more information, please visit their website: http://msa.uchicago.edu/index.html

Roman Catholic Eucharist
Mass is offered at a variety of times on Sundays at the Calvert House, the Catholic Center at the University of Chicago. For more information, please visit their website at: http://www.uofccatholic.com/.
Hyde Park Churches

57th St Meeting (Religious Society) of Friends (Quaker) 5615 S. Woodlawn Ave. 773-288-3066. www.57thstreetmeeting.org

*Augustana Lutheran Church (ELCA) 5500 S Woodlawn Ave, 773-493-6451, http://www.augustana.chi.il.us/cgi-bin/index.pl


First Unitarian Church of Chicago (UUA) David Schwartz and Teresa Schwartz, Senior Co-Ministers, 5650 S. Woodlawn Ave. 773-324-4100, www.firstuchicago.org/


Kenwood United Church of Christ Rev. Dr. Leroy Sanders, Senior Pastor, 4608 S. Greenwood Ave. 773-373-2861, http://www.kenwooducc.net/
**Rockefeller Memorial Chapel** (ecumenical) Rev. Dr. Elizabeth Davenport, Dean of the Chapel, 5850 S. Woodlawn Ave, 773-702-2100, rockefeller.uchicago.edu

**St. Paul and the Redeemer** (Episcopal) Rev. Peter Lane, Rector, 4945 S. Dorchester Ave, 773-624-3185, www.sp-r.org/


**Congregations outside of Hyde Park**


* **First Congregational Church of Glen Ellyn** Rev. Dr. Lillian Daniel, 535 Forest Ave (Glen Ellyn, IL 60137), 630-469-3096, http://fccge.org/


* Old Saint Patrick’s Church (Roman Catholic) Fr. Thomas Hurley, 700 West Adams St, 312-648-1021, http://oldstpats.org/


* St. James Cathedral (Episcopal) Interim Dean Milton Williams, 65 E. Huron St, 312-787-7360, http://www.saintjamescathedral.org/


St. Sabina (Roman Catholic) Rev. Dr. Michael Pfleger, 1210 W. 78th Place, 773-483-4300, http://www.saintsabina.org/


* Trinity United Church of Christ Rev. Dr. Otis Moss III, Pastor, 400 West 95th St, 773-962-5650, www.tucc.org


* Unitarian Church of Hinsdale 17 W. Maple St., Hinsdale, IL 60521, 630-323-2885

* Unity Temple (Unitarian Universalist) 875 Lake Street, Oak Park, 708-848-6225


* Yorkfield Presbyterian Church Rev. Mike Toburen, 1099 S York Road, Elmhurst, 630-833-6600, http://www.eypc.org/

*Asterisked congregations have enjoyed a Div School student intern within the last few years.
Swift Hall groups and resources

Alchemy in Color
Alchemy in Color is a network created to serve and support underrepresented minority students at the Div School. Founded in the spring of 2012, Alchemy seeks to enrich the social, intellectual, and spiritual lives of students, and offers a platform for events, discussion, gatherings, and fun. While Alchemy in Color is a group dedicated to ethnic and religious minorities at the Div School, Alchemy seeks to involve as much of the Divinity School community (students, staff, faculty) as possible in its mission to help make the University of Chicago an hospitable and warm place for students to work, play, and live. Recent Alchemy events include the winter dance party co-sponsored with the DSA, a three-part dinner and discussion series, and the start of a community service initiative. For more information, please contact Lawrence Green, lsgreen8@uchicago.edu or Chime Lama, clama@uchicago.edu.

Becoming Allies
Becoming Allies is a group of white, heterosexual men interested in interrogating and affirming who they are as people and creating meaningful dialogue focused on ensuring that the Divinity School is a welcoming home for all. The group meets regularly to discuss topics pertinent to its members as well as working in conjunction with other student groups to explore ways in which the members can all come together to know, support, challenge, and enjoy one another as part of a unified community. For more information, please contact Seth Patterson at skypatterson@uchicago.edu.

Divinity Students Association (DSA)
The DSA is a student-run organization designed to foster community in all areas of Divinity School student life. It sponsors events, clubs, and other activities to create space for students, faculty, and staff to share sides of themselves that do not always appear in the classroom. The DSA funds two major events each quarter (“4-8’s” and one other event co-sponsored with another club). This organization also seeks to promote and support the Divinity School through assistance in communication and organization about other activities and events such as: intramural sports, weekly Wednesday Worship and Wednesday Lunch, and weekly Common Room coffee hour. At least once a quarter, they partner with the Dean’s office to enjoy art and conversation with a variety of speakers. To receive information about DSA events and activities, contact DSA at contactdsa@lists.uchicago.edu, subscribe to the DSA listserv at https://lists.uchicago.edu/web/info/dsa, find them on Facebook, or visit their website: http://divinity.uchicago.edu/students/students-associ.shtml.

Greening the Divinity School
Greening the Divinity School is a group that aims to improve the environmental sustainability of our community, our events, and Swift Hall. Through social norming and facilitating environmentally sound choice-making within Swift Hall and in the everyday lives of our community members we seek to both act as responsible citizens of the earth and set an example for other campus entities to follow. We are a collaborative group that welcomes input from faculty, staff, and students. For more information, please contact Hannah Campbell Gustafson at hannahcampgust@gmail.com or George Arceneaux at garceneauxiv@gmail.com.
Ministry area assistant and area assistants’ office
The ministry area assistant (MAA) serves as a bridge between M.Div. students and other students, staff, faculty, and administrators in Swift Hall. Keeping regular office hours in Swift 008 (the hallway to the coffee shop), the MAA facilitates the planning of the M.Div. events, and can also serve as a sounding board for questions or challenges related to the ministry program. The other area assistants work primarily with the doctoral program, but can assist M.Div. students considering pursuing doctoral work. This year’s MAA is Hannah Campbell Gustafson and she can be reached at ministryareaassistant@gmail.com or hannahcampgust@uchiago.edu.

Sacred Flame
The Sacred Flame provides support for the LGBTQ community at the University of Chicago Divinity School. They strive toward an open and respectful dialogue between students, faculty, and staff, offering safe spaces for LGBTQ-identified people, friends, family, and allies. They host regular social events throughout the year and attend campus-wide LGBTQ functions as a group. For more information, contact Sacred Flame via email at contact-sacredflame@lists.uchicago.edu, join their list serve here: https://lists.uchicago.edu/web/info/sacredflame.

The Divinity School Women’s Caucus (DSWC)
The vision of the Women’s Caucus is to make the Div School the community of choice for female scholars of religion. Its goals fall into three major categories: professionalization, mentoring, and advocacy. With those goals in mind, our events (weekly tea times, discussion groups, and panels) are structured, among other things, to help our members feel more at home in the classroom or on the job market, build relationships with other students, and learn how to interact comfortably with faculty and administration. For more information, contact the Women’s Caucus 2014-2015 leadership, Blair Hunt and Emilie Amar-Zifkin, at divschoolwomenscaucus@gmail.com, or visit DSWC online at http://divschoolwomenscaucus.wordpress.com/.

Intramural Sports
This past year the Div School competed in co-ed and men’s flag football, co-ed volleyball, co-ed and men’s basketball, co-ed indoor soccer, co-ed outdoor soccer, and co-ed ultimate Frisbee.

Resources for aid in personal growth
Graduate school is a time of growth and self-development. With that growth can come stress and the need for formal self-reflection. Many students seek guidance in the form of spiritual direction, pastoral counseling, or therapy, especially when offering pastoral support to congregants and patients in field work settings. Here are a few options to consider if you are looking for spiritual growth or a place to go for help with crises large or small.

Student Counseling and Resource Center
5737 S. University Ave., 773-702-9800
All students are permitted up to ten free visits with a counselor at SCRC, after which counselors can refer students to therapists and counselors approved by student insurance.

**Institute for Spiritual Leadership**
5498 South Kimbark Avenue, 773-752-5962
Several ministry students have made use of the spiritual direction at ISL. ISL describes itself as “an independent, not-for-profit corporation. Its purpose is to enhance in all persons the capacity for spiritual leadership essential to facilitating growth and transformation in people, of organizational systems, and of societal structures thereby promoting a more just, humane and sustainable world.”

**Center for Religion and Psychotherapy**
30 N. Michigan Ave., Suite 1920, 312-263-4368
The Center for Religion and Psychotherapy is a not-for-profit organization with offices throughout the greater Chicago area. The Center provides in-depth psychotherapy that attends to religious and spiritual, as well as psychological concerns. In addition, CRPC offers consultative services, as well as continuing education opportunities for clinicians, academics, and religious leaders. Members of the faculty and staff of the Center share the psychotherapeutic orientation of self psychology, and represent a variety of different faith groups and approaches to religious and spiritual life. (You can be referred here by student counseling in order to reduce costs through student insurance.)

**The Claret Center**
5536 S. Everett, 773-643-6259
Located on the east side of Hyde Park, Claret offers psychotherapy, massage therapy, spiritual direction, and other services. More information is available at http://www.claretcenter.org/.

**Fourth Presbyterian Church**
126 E. Chestnut at Michigan Ave., 312-787-8425
In addition to being one of the largest churches in Chicago, Fourth Presbyterian offers a counseling service with a sliding scale, right on Chicago’s magnificent mile.
Appendix A: Learning Agreement Form

Learning Agreement Form

Student: ____________________________________________________________

Teaching Site: ______________________________________________________

Student Title at Placement: __________________________________________

Starting date: _______________ Ending date: _________________________

Vacations: _________________________________________________________

Site compensation/reimbursements: ____________________________________
Pastor or Supervisor Conference Schedule: ______________________________

Pastor or Supervisor’s signature: ___________________________ Date: _____________

Name and title (please print): ____________________________________________

Teaching Site Address: __________________________________________________

______________________________________________________________

Telephone: _________________________________________________________

Web: ____________________________ Email: ____________________________

Student’s signature: ___________________________ Date: _____________

Name (please print): ____________________________________________

Address: _________________________________________________________

______________________________________________________________

Telephone: _________________________________________________________

Email: ___________________________________________________________

Director of Field Education: ___________________________ Date: _____________

Wesley Sun, Director of Field Education and Community Engagement
The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577
Telephone: 773.834.4693
Fax: 773.834.4581
Email: WSun@uchicago.edu

This form should be completed by the end of the spring quarter. The Action Plan and Lay Committee form should be completed by the second week of the autumn quarter.

The student, the Teaching Pastor or Supervisor, and the Director of Field Education should each retain a copy of this agreement.

This agreement, once signed, will not be amended until all parties are consulted.
Appendix B: Action Plan Form

Action Plan

Preaching/Teaching

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Worship/Practice

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Pastoral/Spiritual Care

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Administration

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Religious/Spiritual Education

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Denominational, Interdenominational, and Interfaith Relations

_____________________________________________________________________
_____________________________________________________________________
Social Ministry

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Approved by (please sign)

Student ____________________________ Date __________

Teaching Pastor or Supervisor __________________________ Date __________

Lay/Advisory Committee Liaison _______________________ Date __________

Director of Field Education __________________________ Date __________
Appendix C: Congregational Placement Evaluations

Student Self-Evaluation

The student writes a self-evaluation every quarter prior to the evaluation meeting among Teaching Pastor or Supervisor, Student, and Director of Field Education. These evaluations are due a week prior to the above meeting. During exam week, or sooner, of the fall and winter quarters, the student will meet with the Teaching Pastor or Supervisor and the Director of Field Education to discuss evaluations and progress. At the end of the year, the student, Teaching Pastor/Supervisor, and Director of Field Education will meet at the field education site for a final conference.

The autumn and winter quarter evaluations cover those particular quarters and should focus on experiences in the seven areas of ministry outlined in the Learning Agreement: preaching/teaching, worship/practice leadership, pastoral/spiritual care, religious/spiritual education, administration, denominational, interdenominational and interfaith relations, and social ministry. (Of course, you may not participate in all of these areas of community life each quarter; please address those that are applicable.) The following are other questions that can help guide your quarterly self-evaluation.

- What have you learned this quarter about the practice of ministry and about your own specific style of ministry?
- Reflect on the experience of being a leader in your faith community; what did you learn about your own pastoral authority?
- What did your successes and failures in ministry teach you?
- How are you different after this quarter?

Suggested length is three to five pages.

The end-of-year evaluation covers the entire year and should focus on the following questions:

- What are your strongest gifts for ministry? What are your growing edges?
- How can you best use your gifts? How might you engage your growing edges in the future?
- How do you now understand your particular theology of ministry?
- In light of your field experience, how do you understand the relationship between the academic study of religion and the practices of communities of faith?
- What are the most important things you have learned about the practice of ministry?
- What are the most important things you have learned about yourself?
- If possible, what would you do differently?

Suggested length is eight to ten pages.
Teaching Pastor or Supervisor’s Evaluation

We ask that the Teaching Pastor or Supervisor evaluate his or her student’s work at the end of each academic quarter. (These dates are available at www.uchicago.edu/academics/calendar/; correspondence with important dates will be mailed.) The autumn evaluation should cover the work of that first quarter. The final evaluation due in the spring should cover the student’s entire year of work with you. These evaluations contribute to the grade the student receives for the Field Education Practicum in the autumn and spring quarters and are a central part of the student’s quarterly conference with the field education coordinator. In addition, ordination committees often ask to see the evaluations by the student’s Teaching Pastor or Supervisor.

In the autumn quarter evaluation, we are especially interested to know what strengths and weaknesses you observe in your student in the seven areas outlined in the Learning Agreement and Action Plan: preaching/teaching, worship/practice leadership, pastoral/spiritual care, administration, religious/spiritual education, denominational, interdenominational and interfaith relations, and social ministry. Of course, your student will probably not participate in all these areas of community leadership each quarter; please address only those areas that apply. We are also interested in your reflections on your own interaction with your student and your student’s interaction with the parish. Do you find your student prepared to participate fully in congregational life? Does your student seem able to integrate the academic study of religion with congregational practices of faith? What questions, concerns, and issues do you believe will shape your work with your student for the rest of the year? These questions are outlined in detail on the Teaching Pastor or Supervisor’s Review Form available in this manual and online.

We are, of course, very interested in any other issues you feel are important to address in your evaluation of your student.

In the end-of-year evaluation, we are especially interested in your responses to the following questions:

- What are your student’s strongest gifts for ministry?
- In what areas does your student still need to grow?
- Do you believe your student has a vocation to ministry?
- How well does your student integrate the academic study of religion with the practice of ministry?
- Has the experience of being a Teaching Pastor or Supervisor been a positive one for you?

The Director of Field Education will conduct quarterly conversations with you and your student. In addition, either the Director Field Education or the Director of Ministry Studies will visit your church at least once during the year to hear your student preach. We are always happy to make additional visits if need be, for any reason.
Teaching Pastor or Supervisor’s Evaluation Form

Name of Student _____________________________________________

Field Education Site __________________________________________

Supervisor __________________________________________________

This format is intended as a rubric for evaluation. The areas listed below are intended as minimal outlines for evaluation; please feel free to add to them as appropriate. The more specific your evaluation is the more helpful it will be to both the student and the Director of Field Education. This evaluation form will likely take several pages if completed in a thorough manner.

Completion of Learning Agreement and Action Plan. Please indicate how the student engaged his or her Action Plan throughout the quarter. Please assess the student in each of the seven areas listed in the Action Plan. Did s/he complete the specific tasks indicated in the Action Plan? What was your perception of the student’s level of engagement regarding the Action Plan? Did s/he actively engage the learning opportunities presented?

Ministerial Development. On the basis of the Action Plan and on the student’s interaction with members of your congregation, please evaluate the student’s progress in developing the skills for religious leadership and the ability to integrate academic work, field education experience, and personal spiritual life. What do you see as particular strengths and what are the growing edges for the student?

Leadership/Authority. How do you evaluate the student’s sense of his or her own religious/spiritual authority? How is the student functioning in a leadership role within the congregation?

Self-Awareness. Comment on your perception of the student’s sense of self-awareness and his or her ability to integrate their thoughts and feelings, the theory and the practice of their ministry. How is the student’s sense of ministerial identity changing and growing as a result of this experience?

Comments and Recommendations. Please give your overall impression of this quarter and any areas of growth that you noticed, as well as areas of development that continue to be growing edges. Are there any suggestions that you have for this student, and is there anything that the Divinity School could do to assist you or the student?
Appendix D: Lay/Advisory Committee Agreement Form

Lay/Advisory Committee Agreement Form

As members of the Lay/Advisory Committee for __________________________, we agree to meet together at least once every six weeks for conversation about ministry, the life of faith, and the work of the congregation.

Signature: ___________________________ Date: ____________
Name (please print): ___________________________
Address: ______________________________________
Telephone: _________________________________
Email: ___________________________

Signature: ___________________________ Date: ____________
Name (please print): ___________________________
Address: ______________________________________
Telephone: _________________________________
Email: ___________________________

Signature: ___________________________ Date: ____________
Name (please print): ___________________________
Address: ______________________________________
Telephone: _________________________________
Email: ___________________________

Signature: ___________________________ Date: ____________
Name (please print): ___________________________
Address: ______________________________________
Telephone: _________________________________
Email: ___________________________
Appendix E: Field Work Contract Form

Field Work Contract Form
(Please complete both sides of form.)

Student: ________________________________

Placement: ________________________________

Student Title at Placement: ________________________________

Starting date: __________   Ending date: __________

Vacations: ________________________________

Site compensation/reimbursements: ________________________________

Supervisor/Student Conference Schedule: ________________________________

Supervisor's signature: __________________________  Date: __________

Name and title (please print): ________________________________

Address: ________________________________

________________________________________

Telephone: ________________________________

Web: ________________________________

Email: ________________________________

Student’s signature: __________________________  Date: __________

Name (please print): ________________________________

Address: ________________________________

________________________________________

Telephone: ________________________________
Student Responsibilities

A. Briefly list the ongoing duties of student at placement.

B. Itemize resources available to student to perform duties at placement.

C. Identify the reporting responsibilities of student.

D. What is the anticipated outcome of the student’s work?

E. List any additional expectations or goals for the Field Work placement.

We ask that both student and supervisor submit written evaluations of the student’s work. If Field Work is completed in the summer, only one evaluation (at the end) is required. If the Field Work is completed during the academic year, we ask for one evaluation at mid-term and one at the end of the year. Evaluations should be mailed to the Director of Field Education.

Director of Field Education:__________________________ Date:__________

Wesley Sun
Director of Field Education and Community Engagement
The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577
Telephone:  773.834.4693
Fax: 773.834.4581
Email: WSun@uchicago.edu
Appendix F: Senior Thesis Cover Sheet

Senior Thesis Cover Sheet

TO: The Committee on Ministry Studies
FROM: Student Name

Student Mailing Address ____________________________________________________
____________________________________________________
____________________________________________________

Student Phone number __________________________________

Student e-mail address __________________________________

Having completed my second year of M. Div. coursework and the congregational placement,
and participated in a thesis proposal colloquium with my proposed faculty advisor and
participants from the committee on ministry studies, I record with the committee on ministry
studies

1. my intention to participate in the Senior Thesis Seminar in __________ (quarter and
   year).

2. my senior thesis title,
   _______________________________________________________

3. I have obtained the consent of ______________(faculty name) to serve as my faculty
   advisor for this thesis.

   _______________________________________________________
   Signature of Student

   Advisor __________________________________ Date

   Thesis seminar leader ____________________________ Date
Appendix G: Seminary Bi-Registration Form/Petition
UNIVERSITY OF CHICAGO DIVINITY SCHOOL

APPLICATION FOR BI-REGISTRATION AT A HYDE PARK THEOLOGICAL SCHOOL/SEMINARY
AND GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

(To be completed by the student applying for bi-registration)

School/Seminary Name: ________________________________

Name of Student: ___________________ Seminary Student I.D. # ________

Email Address: ___________________ Semester: ______________

Local Address: ___________________ Phone: ( ) ________

______________________________

Birthdate: __________ Citizenship: ______________

I hereby make application for registration in the following course(s) under the terms of bi-
registration.

(PLEASE PRINT ALL INFORMATION)

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<thead>
<tr>
<th>Subject Code</th>
<th>Course No #</th>
<th>Course Title</th>
<th>Instructor</th>
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(To be completed by the Director Ministry Studies)

As Director of Ministry Studies at the University of Chicago Divinity School, I certify that the above
student is in good standing and a candidate for the __________ degree. I recommend this
application for bi-registration in the course(s) listed above.

______________________________

Director of Ministry Studies

Date

TUITION BILLS SHOULD BE SENT TO:

Terri Owens
Dean of Students
University of Chicago Divinity School
1025 E. 58th Street
Chicago, IL  60637
Mosaic hanging in the Ministry Suite